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ABSTRACT

A weekend residency was held at Empire State College entitled, "Knowledge for What?--The Social Uses of Knowledge." Participants were Empire State College students from all areas of study. The total learning experience included the weekend residency and contract work based on the weekend. The report covers only the activities of the residency weekend and not the subsequent contract work of students. To evaluate the effectiveness of the format and the perceived learnings of participants, a student evaluation of the residency was conducted. The overwhelming majority (74 percent) of the students participating in the residency saw it as a way of facilitating their studies. Most participants (70 percent) reported that they had learned "some" and "quite a bit" from each of the following workshop activities: preliminary readings, lectures, seminars, informal discussion, and subsequent work related to the residency. Tables give more detailed information on student background, needs, and opinions relating to the residency. (Author/KE)

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ED115172

KNOWLEDGE FOR WHAT?

Evaluation of a Weekend Residential Workshop

Office of Research and Evaluation
Empire State College
Saratoga Springs, New York

August 1975

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Highlights of the Report

Overall Reaction

-- Most (73%) participants were very or generally satisfied with the residential workshop.

Learning Activities

-- Students from all ESC areas of study were represented at the workshop; the majority (70%) were currently enrolled in five areas -- Community and Human Services, Arts, Human Development, Social Theory, Social Structure and Change, and Cultural Studies.

Residency Preparation

-- Seventy-one percent of these attending read Knowledge for What?, the assigned text, prior to attending the workshop.

-- All eight of the assigned articles were read before the workshop by 51% of the students.

Residency Expectations

-- The overwhelming majority (74%) of the students participating in the residency saw the residency as a way of facilitating their studies, although some students (36%) felt that the residency plus a project was an easy way to complete a contract.

-- Seventy-eight percent of the participants said the lectures were most important in learning new ideas and concepts, and seventy-five percent indicated that the seminars too, were instrumental in gaining new ideas and concepts. Films were seen as the least effective, by comparison, in learning about ideas, concepts, and resources.

Learning Outcomes

-- Most participants (70% plus) reported that they had learned "some" and "quite a bit" from each of the following workshop activities: preliminary readings, lectures, seminars, informal discussions, and subsequent work to the residency.

-- Sixty-six percent of the students were satisfied with the advice and consultation received on their project.

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1. Introduction

On the weekend of February 14-16, 1975 the Learning Resources Faculty of Empire State College conducted a residency on the theme, Knowledge for What? - The Social Uses of Knowledge. In order to evaluate the effectiveness of the format and the perceived learnings of the participants, the Office of Research and Evaluation conducted a student evaluation of the weekend residency. All 126 participants were mailed an evaluation form which asked for opinions and thoughts on participation in the residency. Seventy-three students (58% return) completed questionnaires.* This report presents the findings from the evaluation.

The residency was designed to be an intellectually stimulating weekend giving the participants a chance for discussion in various fields linked by the common theme: Knowledge for What? - The Social Uses of Knowledge. It began with the viewing of pertinent films, a social hour, a lecture series introducing the central theme and comments on the book Knowledge for What? which most attending students had read prior to the residency. Five seminar topics expanding the central theme were chosen: the Necessity of Art; the Psychology of Women: Its Application in Therapy; A Reevaluation of Historical Work; Revolutions in Economic Thinking and Science; and Social Responsibility: The Social Uses of Science. Each student was allowed to choose the seminar that best represented his/her academic interests. Students who registered for contract-credit were expected to complete a project based on work related to the seminar attended.

The total learning experience of the residency includes both the weekend in Saratoga and contract work based on that weekend. However, this report covers only the activities of the residency weekend and not the subsequent contract work of the students.

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*Comparisons were made between the age, sex, and student status of all participants, and those who answered the questionnaire. The sample is essentially representative though it slightly overrepresents older and full-time students. (See Appendix A).

2. Backgrounds of the Participants

The average age of the responding participant was 37.1, the majority of the group was women (73%), and almost three-quarters of the students were married having an average of 1.7 children, 9.4 years of age. One-fourth of the students hold jobs that were classified in the categories of semi-skilled/unskilled, clerical and sales (illustrative titles for these jobs were receptionist, secretary, administrative assistant, and library aide). Another 20 percent have supervisory positions such as police captain, plant superintendant, and postal supervisor. Semi-professional positions, such as occupational therapist, practical nurse, youth counselor and teacher, were reported by 12 percent of the students. Fifteen percent of the respondents classified themselves as students, seven percent as housewives and eight percent of the participants worked in the field of art. All of the professionals were registered nurses and the three students classified in the technical category were medical technologists.

Table 1

Personal Background Information

Personal		#	%
Number		73	
Average Age		37.1	
Sex			
Male		20	(27)
Female		53	(73)
Marital Status			
Married		49	(67)
Single		22	(30)
No Answer		2	(3)
Number of Children	Avg.	Mdn.	Mode
Living at home*	1.7	2	0
Age of children			
Living at home*	9.4	9	0+9

*Married respondents

Table 2

Primary Occupation

Occupation	#	%
Semi-skilled/unskilled clerical/sales	18	(25)
Supervisor	14	(19)
Student	11	(15)
Semi-professional	8	(12)
Art/Interior Design	6	(8)
Professional	5	(7)
Housewife	5	(7)
Technical	3	(4)
Skilled Trade	2	(2)
No Answer	1	(1)
Totals	73	(100)

3. Overall Reaction to the Residency

Twenty-six percent of the participants stated they were "very satisfied" with the residency. Another forty-seven percent indicated they were "generally satisfied." Only three percent were "not satisfied" while twenty percent were "partially satisfied." The ratio of students who are "very or generally satisfied" to those who are "partially or not satisfied" is 3 to 1. Table 3 presents these findings.

In making specific comments, seven students remarked that their seminar group was too large. Five students also suggested less time be spent in general lecture and more time spent in covering specifics of the seminar topics. Positive comments concerning the high level presentations and good organization of the residency were given by five of the participants. Another four students said that they enjoyed meeting and talking with ESC personnel and co-students. Eight participants gave negative comments, among them that only negative aspects of science were discussed, that most students had read little or none of the required literature, and that the residency was disorganized.

Table 3

Overall Reaction to the Residency

	Students	
	#	%
Very Satisfied	19	(26)
Generally Satisfied	34	(47)
Partially Satisfied	15	(20)
Not Satisfied	2	(3)
No Answer	3	(4)
Totals	73	(100)

4. Current Learning Activities of the Participants

The average number of months the students had been enrolled was eight, while the highest number of students, fifteen, had been enrolled six months. The average number of completed contracts was two. The students were almost divided equally between half-time and full-time students.

Twenty percent of the student's primary area of study was Community and Human Services. The next highest percentages were 15% in the Arts and 14% in Human Development. Cultural studies was represented by 10% of the students and Social Theory, Social Structure and Change by 11%. There were 8% Liberal Arts students, 7% Science, Math and Technology students, and 5% Business and Economics students. Four percent of the participants planned on pursuing Educational Studies and another 3%, Historical Studies.

Figure 1

Length of Enrollment at ESC

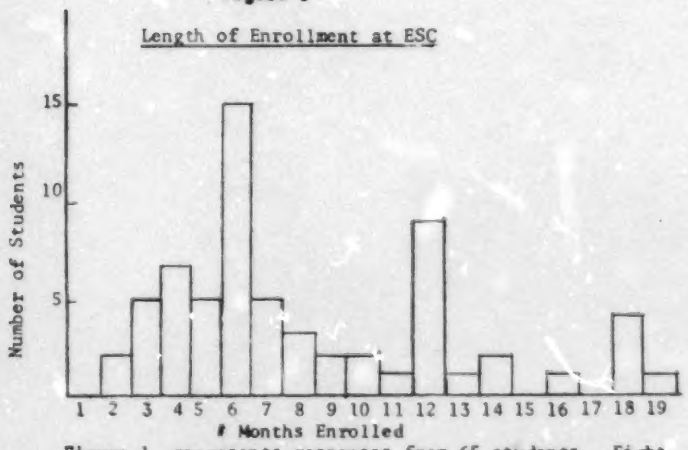

Figure 1 represents responses from 65 students. Eight students did not answer the question.

Figure 2

Number of Learning Contracts Completed

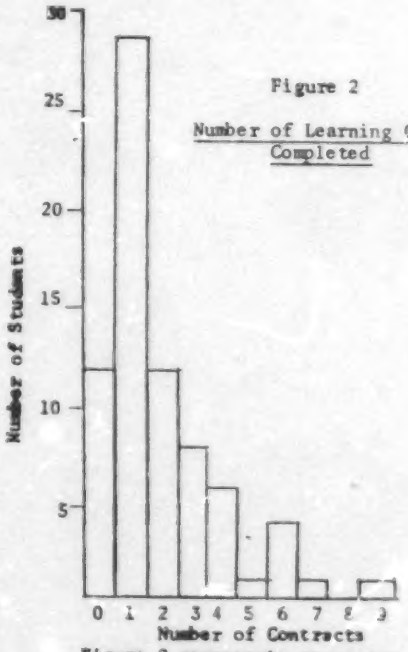

Figure 2 represents responses from 73 students. The average # of contracts is 1.99.

Table 4

1/4, 1/2, Full-Time Students

	#	%
1/4	0	(0)
1/2	34	(47)
Full-time	36	(49)
1/2 & F/T	3	(4)
Totals	73	(100)

Table 5

Primary Area of Study

Area of Study	#	%
Community & Human Services	15	(20)
Arts	11	(15)
Human Development	10	(14)
Social Theory, Social Structure & Change	8	(11)
Cultural Studies	7	(10)
Liberal Arts	6	(8)
Science, Math, Technology	5	(7)
Business and Economics	4	(5)
Educational Studies	3	(4)
Historical Studies	2	(3)
No Answer	2	(3)
Totals	73	(100)

5. Preparation for Residency by Participants

Forty-two percent of the students found out about the residency by direct mailing from the Saratoga Springs Learning Resources Center. Another 18% learned of the residency from newsletters sent by their learning center. Mentors told 23% of the students about the residency.

In 40% of the cases, mentors had no part in the student's decision to take part in the residency. Seven percent answered that the mentor's role was very small. For 46% of the students, the mentors suggested or encouraged attendance and discussed relativity of the residency to the student's work. Three percent were strongly urged by their mentor to attend.

The majority of the students (64%) sent their registration forms in 3-5 weeks before the residency and over a third (42%) received their initial packet of reading material from one day to two weeks after they sent in their registration form. Eleven percent picked up the reading material at the residency. Four people (5%) never received the material while three students (4%) shared the readings with other participants.

In order to attend the residency, 38% of the students mentioned that the main problem was making satisfactory travel arrangements. The second largest number (18%), had to make arrangements for child-care. Fifteen percent had to arrange for time off from work. Many encountered all three problems.

Prior to the residency the students were given a list of required readings that included Robert Lynd's, Knowledge for What? and eight articles. These allowed the students to become thoroughly aware of the subjects to be discussed and enabled them to participate in the activities of the first day.

Seventy-one percent of those attending read Knowledge for What? and an additional 4% read part of the book. All of the eight articles were read by 51%, 38% read some,

and only 11% read none. In addition to the readings, 42 students read selections from the bibliography of specific seminars, thus beginning work on their contract. Five students obtained readings in their field for specific contracts.

Fifty-four (74%) of the students felt that their preparation was adequate. Seven students felt that they should have done the readings, or more of them to be more adequately prepared. Ten students felt that prior knowledge and a better understanding of what was going to be discussed would have helped.

Table 6

Methods of Finding Out About the Residency

	#	%
Mail contact	31	(43)
Mentor	17	(23)
Newsletter	13	(18)
Other	12	(16)
Totals	73	(100)

Table 7

Special Arrangements Made by Participants

	#	%
Travel Arrangements	20	(27)
Nothing	19	(26)
Time off from work and child care	6	(8)
Time off from work	4	(6)
Child care	4	(6)
Travel Arrangements and child care	4	(6)
Time off from work and travel	4	(6)
Care of children, money and travel	2	(3)
Personal arrangements	2	(3)
Money and time off from work	1	(1)
Preparatory reading	1	(1)
Very few	1	(1)
No Answer	5	(8)
Totals	73	(100)

Table 8

Role of Mentor in Decision to Participate

	#	%
None	29	(40)
Discussed it with me	12	(16)
Suggested it	11	(15)
Encouraged me to attend	9	(12)
Very small role	5	(7)
Strongly urged me to attend	2	(3)
Supportive	2	(3)
No Answer	3	(4)
Totals	73	(100)

Figure 3

Number of Weeks Before the Residency Registration Forms Sent In

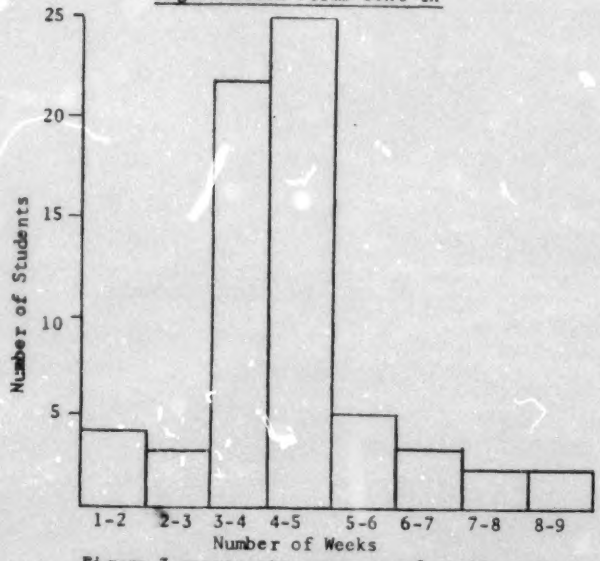

Figure 3 represents responses from 66 students. Three students (4%) never sent in the forms and 4 students (5%) did not answer the question.

Figure 4

Number of Weeks After Mailing Registration Received Reading Material

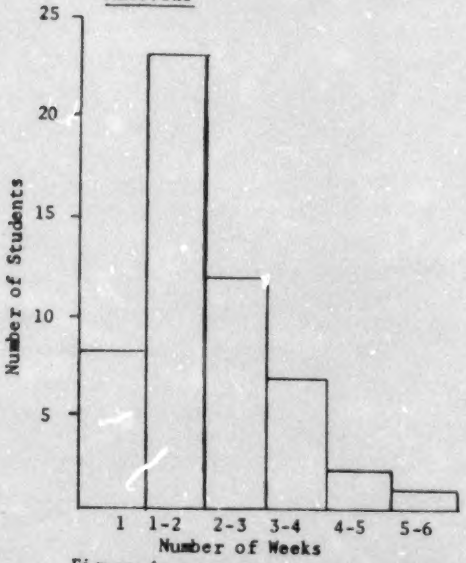

Figure 4 represents responses from 53 students.

Table 9

Readings - Knowledge for What? and Eight Articles

Knowledge for What?			Eight Articles		
	#	%		#	%
Yes	52	(71)	Read All	37	(51)
Partly	18	(25)	Read Some	28	(38)
No	3	(4)	Read None	8	(11)
Totals	73	(100)	Totals	73	(100)

Table 10

Adequate Preparation

	#	%
Yes	54	(74)
No	17	(23)
No Answer	2	(3)
Totals	73	(100)

6. Residency Arrangements

The majority of the students felt that housing and eating arrangements were good. Over three-quarters of the students felt that the scheduling was about right; another nine percent felt that the scheduling was too full; and eight percent felt the schedule was not full enough.

Overall, there was no particular difficulty with travel arrangements. The students suggested that maps be provided including directions for the College buildings and motels. They also suggested that car pools might be set up by the learning centers for greater facility in travel.

There was no clear preference for time of residency though these respondents seem to prefer winter. In rating the order of preference on a one to four basis, the results were: fall - 2.00, spring - 2.17, summer - 2.89 and winter - 2.91.

Most participants thought that Saratoga was a good place for the residency and they would like to come back for another. However, fifty-six percent of the students would prefer a future residency to be held in their learning center or unit.

Table 11

Opinions About Housing and Eating

	Housing		Eating	
	#	%	#	%
Good	53	(73)	42	(58)
Bad	3	(4)	12	(16)
No Opinion	5	(7)	9	(12)
No Answer	12	(16)	10	(14)
Totals	73	(100)	73	(100)

Table 12

Scheduling of Activities

	#	%
Too Full	9	(12)
About Right	57	(78)
Not Full Enough	6	(8)
No Answer	1	(1)
Totals	73	(100)

Table 13

Questions Concerning Time and Place of Residency

	Yes		No		No Answer		Totals	
	#	%	#	%	#	%	#	%
Any difficulty with travel arrangements?	5	(7)	68	(93)	0	-	73	(100)
Was the weekend an appropriate time?	65	(89)	6	(8)	2	(3)	73	(100)
Was Saratoga a good place for residency?	64	(88)	5	(7)	4	(5)	73	(100)
Would you come back to Saratoga for a residency?	61	(84)	7	(10)	5	(7)	73	(100)
Would you prefer a residency in your learning center or unit?	41	(56)	18	(25)	14	(19)	73	(100)

7. Residency Expectations and Outcomes

The expectations of the students ranged from the eight students who didn't know what to expect, to the fourteen students who felt it would be a discussion of the book, Knowledge for What? and relating it to their field, to the fourteen students who thought that they would meet and talk with other people for a sharing of ideas and a gaining of knowledge. Ten other students thought it would be an opportunity to meet and talk with other students in small group discussion. Four students thought the residency would offer depth information and a great expansion of learning thus opening thought for questions to be examined in research.

In answer to the question of whether the students' expectations were met, 33% said yes, 29% said no, and 9% said their expectations were not met completely. The remaining 29% includes the eight students who did not answer the question, the five whose answers were not pertinent to the question, and eight students who did not know what to expect.

Table 14

Question - Were your expectations met?

	#	%
Yes	24	(33)
No	21	(29)
Not Completely	7	(9)
No Answer	21	(29)
Totals	73	(100)

Of the twenty-one participants whose expectations were not met, seven said that there were too many people. They felt that there was no way to handle all of the questions and no way for everyone's participation in the seminar. This comment was especially common among those participating in the Psychology of Women Seminar. There were four more students who felt that there was not enough time for individual discussion about contract work. A complaint of two students was that there were too many unprepared people therefore little exchange of ideas based on the readings. Three participants were not satisfied with content of lectures and seminars. They cited objectives that the topics were too general, and the discussions did not approach the subject of the seminars. One student could not see the relationship between the readings, lectures and seminars. Three students answered that their expectations were not met but failed to give any reason.

To further investigate why the number of students whose expectations were not met was so high some cross-tabulations were done, (see Appendix: Tables A-1 through A-7). These tabulations compared positive and negative responses to this question in order to see if any apparent relationship exist. The comparison was based on several characteristics: sex, full-time, half-time status, length of enrollment, overall reaction to the residency, number of contracts completed, amount of readings in preparation for the residency and the mentor's role in the student's participation. The strongest relationship appears to be the level of satisfaction and expectations met or not met, (Table A-4). As expected, the majority of students whose expectations were met were generally satisfied. Other cross-tabulations showed no significant relationships.

The overwhelming majority of students participating in the residency (74%) saw the residency as a way to facilitate their studies. Thirty-six percent of the participants felt that the residency plus a project was a very easy way to complete a contract. Another twenty-four percent felt that the residency broadened their knowledge in a specific field. Twelve percent found stimulation in the exchange of ideas, and ten percent found they could use the knowledge gained in the residency as a foundation for other studies. Eight percent saw the contact with other students as a reassurance of belonging to an academic community. Only six percent answered negatively, saying they could have finished the contract by completing the readings on their own without attending the residency.

Table 15

Question - Was your study facilitated by this residency?

	#	%
Yes	54	(74)
No	13	(18)
No Answer	6	(8)
Total	73	(100)

Table 16 presents the data on the different residency activities where participants indicated whether they met or learned about people who would be helpful to them, learned new ideas and concepts that would be helpful to them, and whether they learned about resources that would be helpful to them. Seventy-eight percent of the participants answered that the lectures were most important in learning new ideas and concepts. Seventy-five percent indicated that the seminars too, were instrumental in gaining new ideas and concepts. Again, the lectures and seminars proved to be the most important place where the participants learned about resources that would be helpful to them: 41% of the participants reporting that the lectures were most important in this area and 38% indicating that the seminars were most important. As expected, the social hours helped most (40%) of the participants to meet or learn about people who would be helpful to them.

Table 16

Learning Outcomes for Each Residency Activity

Residency Activity	Met or learned about people...		Learned new ideas & concepts...		Learned about resources...	
	#	%*	#	%*	#	%*
Films	1	(1)	8	(13)	0	-
Social Hours	25	(40)	16	(25)	18	(29)
Lectures	18	(29)	49	(78)	26	(41)
Seminar	20	(32)	47	(75)	24	(38)

*All percentages based on 63 people answering the question. Percentages are not cumulative because individuals were encouraged to check multiple response categories.

In responding to questions concerning social outcomes of the residency, seventy-nine percent answered that there has not been continued contacts with students that they met at the residency. In regard to other outcomes of a social or personal nature, the participants were almost evenly divided in their responses, 34 students answered yes, 29 students said no. Most of the social outcomes could be considered interaction between students exchanging ideas with people from a variety of backgrounds. Personal outcomes were more individual, ranging from finding new interests and seeing ideas from different viewpoints to relating their experiences at the residency to their life situations. The majority of the participants (71%) did not bring someone with them. Those who did commented that their companion served as someone to discuss the ideas presented and having someone to share the experience.

Table 17

Social Outcomes for the Residency

	Yes		No		No Answer		Totals	
	#	%	#	%	#	%	#	%
Have you continued contact with students met at the residency?	13	(18)	58	(79)	2	(3)	73	(100)
Were there other outcomes of a social or personal nature?	34	(46)	29	(40)	10	(14)	73	(100)
Did you bring someone with you?	20	(28)	52	(71)	1	(1)	73	(100)

8. Learning Outcomes for the Residency

Table 18 presents the learning outcomes based on the activities of the residency. Seventy-seven percent of the students answered that they learned "quite a bit" and "a great deal" from subsequent work following the residency. The same percentage also reported that they learned "some" and "quite a bit" from attending the seminars. Seventy-three percent said they learned "some" and "quite a bit" in the informal discussions. The lectures and preliminary readings both received 70% in the "some" and "quite a bit" categories.

Sixty-three percent of the students were satisfied with advice and consultation on their project (see Table 19). In the description of their advice and consultation 21 students said that they received adequate consultation, and nine projects were handled over the phone or by mail. Fifteen students said that there was not enough time; they needed more help or received no consultation.

Twenty-six students found that they were stimulated by the sharing of ideas, opinions, and experiences at the residency and found this as the advantage of coming together. Twelve students found value in meeting people from diversified backgrounds and exchanging new ideas with them. An additional twelve students said that such an experience balances independent study.

Table 18

Learning Outcomes from the Residency

	Nothing		Some		Quite a Bit		A Great Deal		No Ans.		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
Preliminary readings	6	(8)	28	(38)	23	(32)	14	(19)	2	(3)	73	(100)
Lectures	5	(7)	21	(29)	30	(41)	15	(20)	2	(3)	73	(100)
Seminars	4	(5)	22	(30)	34	(47)	11	(15)	2	(3)	73	(100)
Informal discussions	7	(10)	30	(41)	23	(32)	9	(12)	4	(5)	73	(100)
Subsequent work	2	(3)	10	(14)	24	(33)	32	(44)	5	(7)	73	(100)

Table 19

Satisfaction With Consultation/Interest In Future Residencies

	Yes		No		Perhaps		No Ans.		Totals	
	#	%	#	%	#	%	#	%	#	%
Satisfied with advice and consultation on project.	46	(63)	13	(18)	1	(1)	13	(18)	73	(100)
Would you attend another such residency	60	(82)	5	(7)	5	(7)	3	(4)	73	(100)

Several topics were suggested by students for future residencies (see Table 20). The suggestions range from more or less traditional interests in the behavioral and natural sciences to topics of greater current interest - women's studies, ecological studies.

Table 20

Topics for Future Residencies

Art

Art History
Art
Arts & crafts demonstration
Public relations
Continuation of (or sequel to) summer residency
Theatre and/or filmmaking
Classical music/opera, musicology

Psychology

Psychology
Psychic phenomenon
Personality
Child & social
Psychology in bus. adm. & sales
Psychology & women
Contemporary trends in therapy
Child development & social problems of children
Radical consciousness: psy. bases & functional manifestations
Communication (Art of)
Counseling & interviewing

Womens Studies

Place of modern women in the business world
Feminism - (the man's role)
Women's rights
Women & capitalism
Women in foreign countries
Future of women
Opening the world to women
Women in the work force
Psychology of women
Women's studies

Culture Studies

Literature, music, art
Religion of the world
Music & intro. to instrument, e.g. piano
Creative writing
American literature
Philosophy
Astrology
Religious studies
Writing workshop - poetry
Poetry (styles, interpretation)

Health & Science

Urban planning, community health
Mental health
Gerontology
Neurophysiology, chemotherapy, biochemistry
Deliquency prevention
Critical issues in health care (child abuse, suicide, nutrition, stress)
Integration of the handicapped into society

Historical Studies

New York history
American Indian - art, culture & education
NYS bicentennial - history, arts, etc.

Education

Gifted children
Helping the slow learner

Business, Economics, Sociology & Social Theory

U.S. economic policy
Economics of big business
Labor union - management relations
Post-industrial society
Our changing economy & its effects
Sociology
Social action & responsibility
Economic alternatives
How to reform to a simple society
Ethos of people
Management theory
Business Management
Career planning
Race relations
World politics
Current social problems
Modern social theory
Urban affairs
Career weekend - in depth seminars on specific grad. areas (e.g. law, counseling, social work, law enforcement, etc.)
Government - "ours vs. theirs"
Workings of the CIA & other Federal bureaus in the U.S. & the world

Ecological Studies

Alternate energy sources
Seminar on cology
Cost of a good environment
Population & its ramifications
Ecology - uman & atural
Environmental problems today & in the future
World food problems
Use of human resources
Indoor gardening

General

Residencies built around modules
Follow-up mini seminars
Math for people with lousy math backgrounds.

From Table 21, it is apparent that child care facilities are not an important part of planning a residency. Seventy-eight percent of the participants did not have to make arrangements for child care. Fifty-six percent said that even if child care facilities were available, participating in the residency would not have been made easier. An additional 36% did not answer the question, and only 8% said that it would have been easier if child care facilities were available. Only four students said they knew of someone who could not attend the residency because of child care arrangments.

Table 21

Answers to Questions Concerning Child Care

	Yes		No		No Ans.		Totals	
	#	%	#	%	#	%	#	%
Arrangements for child care	12	(16)	57	(78)	4	(6)	73	(100)
Easier if facilities were available	6	(8)	41	(56)	26	(36)	73	(100)
Know any students unable to attend	4	(5)	54	(74)	15	(21)	73	(100)

9. Recommendations

1. Many of the students felt that the residency plus a project was an easy way to get through a one month learning contract. Is this actually the case or not? Most had not gotten into their projects and may have found the work load appropriate when they had. The question, however, of quality of student work needs to be regularly monitored and a major consideration in planning future residencies.

2. In order to increase learning outcomes, it appears that less time could be spent for lecture and more time for seminars and small group discussions.

3. The results of the questionnaire show that the films were the least important activities, therefore a substitution or elimination is suggested.

4. A greater mentor role in discussion of the activities prior to the residency would help clarify its goals and give the student an idea of what to expect at the residency.

5. There should be a more efficient distribution of reading materials so that all participants can have adequate time for preparation.

6. Many students suggested that maps or other directions would be helpful for those not familiar with the area.

7. Learning centers should participate in forming car pools which would facilitate travel, especially those traveling long distances.

APPENDIX A

Representativeness of the Sample

Table A-1

Ages

	All Participants		Respondents	
	#	%	#	%
16-20	4	(3.5)	2	(2.8)
21-25	14	(12.5)	8	(11.0)
26-30	17	(15.2)	13	(17.8)
31-35	17	(15.2)	9	(12.3)
36-40	13	(11.6)	12	(16.4)
41-45	11	(9.8)	7	(9.6)
46-50	16	(14.3)	10	(13.7)
51+	15	(13.4)	10	(13.7)
Unknown	5	(4.5)	2	(2.8)
Totals	112	(100.0)	73	(100.0)

Table A-2

Male/Female

	All Participants		Respondents	
	#	%	#	%
Male	36	(32)	20	(27)
Female	76	(68)	53	(73)
Total	112	(100)	73	(100)

Table A-3

1/4 Time, 1/2 Time and Full-Time Status

	All Participants		Respondents	
	#	%	#	%
1/4 Time	1	(1)	0	-
1/2 Time	58	(52)	34	(47)
Full Time	53	(47)	36	(49)
1/2 & Full	-	-	3	(4)
Totals	112	(100)	73	(100)

APPENDIX B

Cross-Tabulation Analyses: Relationships Between Achievement or Non-Achievement Expectations and Several Variables

Table B1

Expectations Met?

		Yes		No	
		#	%	#	%
Sex	Men	9	(38)	4	(19)
	Women	15	(62)	17	(81)
	Totals	24	(100)	21	(100)

Table B-2

Expectations Met?

		Yes		No	
		#	%	#	%
Full Time/ Part Time	Full Time	11	(46)	12	(57)
	Half Time	12	(50)	9	(43)
	No Ans.	1	(4)	-	-
	Totals	24	(100)	21	(100)

Table B-3

Length of Enrollment

# of months		2	3	5	6	7	8	9	10	11	12	13	14	18	>18
Expectations Met?	Yes	1	0	0	6	2	0	1	2	1	4	0	1	2	4
	No	1	3	5	4	0	3	0	0	0	1	1	0	2	1

n = 45

Table B-4

Overall Reaction to the Residency

Expectations Met?

	Yes		No	
	#	%	#	%
Not Satisfied	0	-	2	(10)
Partially Satisfied	3	(12)	8	(38)
Generally Satisfied	11	(46)	6	(28)
Very Satisfied	10	(42)	2	(10)
No Answer	0	-	3	(14)
Total	24	(100)	21	(100)

Table B-5

Number of Contracts Completed

Expectations Met?	# of Contracts	0	1	2	3	4	5	6	7	9	Average
	Yes	3	7	5	3	4	1	0	0	1	2.33
	No	3	11	2	2	1	0	1	1	0	1.80

n = 45

Table B-6

Readings for Preparation

Expectations Met?

	Yes		No	
	#	%	#	%
Knowledge for What?				
Yes, did read it	17	(71)	17	(81)
No did not	7	(29)	4	(19)
Totals	24	(100)	21	(100)
	Yes		No	
Eight Articles	#	%	#	%
Read All	11	(46)	11	(52)
Read Some	10	(41)	9	(43)
Read None	3	(13)	1	(5)
Totals	24	(100)	21	(100)

Table B-7

Mentors Role in Students Participation

Expectations Met?

	Yes		No	
	#	%	#	%
None	10	(42)	10	(48)
Suggested it	3	(12)	6	(28)
Encouraged me to attend	3	(12)	1	(5)
Discussed it with me	5	(21)	3	(14)
Very little to do with it	2	(9)	1	(5)
No answer	1	(4)		
Totals	24	(100)	21	(100)

EMPIRE STATE COLLEGE
COORDINATING CENTER
STATE UNIVERSITY OF NEW YORK
SARATOGA SPRINGS
NEW YORK 12866

APPENDIX C

March 24, 1975

Dear Friend:

Empire State College is planning more residencies and we would appreciate hearing your reactions to the recent residency "Knowledge for What?". The enclosed evaluation asks questions about formal arrangements as well as the educational and personal implications of the experience. Please feel free to expand our questions if necessary.

We would appreciate receiving your responses by April 15. Please mail them back to us in the enclosed envelope.

Thank you for your assistance.

Cordially,

Ernest G. Palola

Ernest G. Palola
Vice President for
Research and Evaluation

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RESIDENCY EVALUATION

This form asks for your evaluation of the residency "Knowledge for What?". In order to increase the effectiveness of future residencies, we would appreciate your candor.

A. Overall Reaction

1. Please circle the words that best describe your general satisfaction with this residency.

Not Satisfied Partially Satisfied Generally Satisfied Very Satisfied

Any specific comments? _____

_____

_____

B. Personal Background Information

1. Learning Center or Unit: _____
   If you audited, please note _____
2. Current Mentor: _____
3. Age: _____
4. Sex: _____
5. Marital status: _____
6. Number of children living at home: _____ Please indicate ages _____
7. Primary occupation: _____
8. Hours per week spent at work: _____

C. Current Learning Activities

1. How long have you been enrolled at ESC? _____

2. How many learning contracts have you completed? _____

3. Are you a 1/4, 1/2, or full-time student? _____

4. What is, or most likely will be, your primary area of study? _____

_____

D. Preparation for Residency

1. Please describe briefly how you found out about the residency. _____

_____

_____

_____

_____

2. What special arrangements (i.e. personal, academic, travel, child care), if any, did you have to make to attend the residency? _____

_____

_____

_____

_____

3. What role did your mentor play in your decision to take part in the residency? _____

_____

_____

_____

_____

4. How many weeks before the residency did you send in your registration form?

_____

5. How much later did you receive your initial packet of reading? _____

6. Did you read Knowledge for What? prior to the residency? Yes___ No___

Did you read the eight articles prior to the residency?

Read All ____ Read Some _____ Read None _____

7. Briefly describe anything else you did to prepare for your seminar. _____

_____

_____

_____

_____

_____

8. Do you feel that your preparation was adequate? Yes ____ No _____

What other steps would have improved your preparation? _____

_____

_____

_____

_____

E. Residency Arrangements

1. How did you feel about: (Please check the appropriate boxes)

	Good	Bad	No Opinion
Housing			
Eating			

2. Was the schedule for the 2 days:

Too full _____

About right _____

Not full enough _____

3. Did you have any difficulty with your travel arrangements? Yes__ No__

4. Please tell us what improvements can be made in any of the above. _____

_____

_____

_____

_____

_____

5. Was the weekend an appropriate time for the residency? Yes ___ No ___

If not, why not? _____

6. List in order of preference the best times for residencies:

Fall ___ Spring ___ Winter ___ Summer ___

7. Was Saratoga a good place for the residency? Yes ___ No ___

8. Would you like to come back to Saratoga for a residency? Yes ___ No ___

9. Would you prefer one be held in your learning center or unit?

Yes ___ No ___

F. Residency Expectations and Outcomes

1. Briefly describe your expectations for the residency. _____

_____

_____

_____

_____

_____

2. Were these expectations met? Yes ___ No ___

If not, why not? _____

_____

_____

_____

_____

3. Were there ways in which your study at ESC was facilitated by this residency? Yes ___ No ___

Describe briefly. _____

_____

_____

_____

_____

4. Which activities contributed to the three outcomes listed below (check the appropriate boxes). If responses do not apply, do not check.

ACTIVITIES	I met or learned about people who will be helpful to me	I learned new ideas and concepts that will be helpful to me	I learned about resources that will be helpful to me
Films			
Social hours			
Lectures			
Seminar			

5. Any specific comments about the above activities? _____

_____

_____

_____

6. Have you had continued contact with students that you met at the residency?

Yes ___ No ___

7. Were there other outcomes of a social or personal nature that were important to you? Yes ___ No ___

Please describe. _____

_____

_____

_____

8. Did you bring someone with you? Yes ___ No ___

In what way did this person(s) affect your participation in the residency?

_____

_____

_____

_____

_____

G. Learnings

1. How much do you think you learned at this residency from the following activities:

	Nothing	Some	Quite a Bit	A Great Deal
Preliminary readings	( )	( )	( )	( )
Lectures	( )	( )	( )	( )
Seminars	( )	( )	( )	( )
Informal discussions with students and faculty	( )	( )	( )	( )
Subsequent work	( )	( )	( )	( )

2. Were you satisfied with advice and consultation on your project? Yes__ No__

Please describe briefly. _____

_____

_____

_____

3. Briefly describe the advantages, if any, that you see in coming together to study in this way. _____

_____

_____

_____

_____

_____

4. Would you attend another such residency? Yes ____ No ____

H. Planning for the Future

1. Topics of interest that you would like to suggest for future residencies.

_____

_____

_____

_____

2. Did you have to make arrangements for child care in order to attend the residency? Yes ____ No ____

3. Would it have been easier for you to attend if child care facilities had been provided at the site of the residency? Yes ____ No ____

4. Do you know of any students who were unable to attend the residency because of the lack of child care facilities? Yes ____ No ____